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REPORT  
OF  
CENTRAL STATES  
SUPERVISORY CONFERENCE

Lafayette, Indiana, March 7-9, 1946

Lincoln, Nebraska, March 13-15, 1946

UNITED STATES DEPARTMENT OF AGRICULTURE

EXTENSION SERVICE

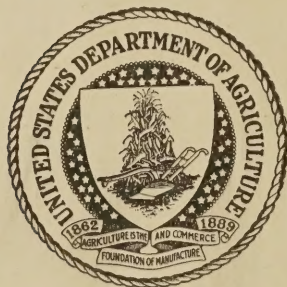
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## REPORT OF CENTRAL STATES SUPERVISORY CONFERENCES

Lafayette, Indiana - March 7-9, 1946

Lincoln, Nebraska - March 13-15, 1946

These conferences were planned by the Central States directors at their meeting in Chicago in October 1945. The conferences were held in two areas so that larger numbers of supervisors could attend from each State. The dates and locations of the conferences were announced by Director Hoffman on November 2. Program committees were appointed by Director Hoffman on November 14, as follows:

### East Section

R. J. Baldwin, Michigan, Chairman  
Minnie Price, Ohio  
E. I. Pilchard, Illinois  
R. B. Palette, Wisconsin

### West Section

E. J. Haslerud, N. D., Chairman  
Georgiana Smurthwaite, Kansas  
Milo S. Opdahl, South Dakota  
F. E. Rogers, Missouri

Members of the committee collected ideas for the conference program by correspondence. The eastern group met and prepared their program at Chicago during the housing conference on January 24-25. The Western group met at the Northern Plains Council meeting at Lincoln, Nebraska on January 22.

While developed by different committees, the two conference programs were much alike, provision being made for general statements concerning opportunities for expansion of extension work, for discussion of two major program problems: (1) Farm and home planning and (2) extension work with public problems and rural policies, for discussion of all-out extension assistance with 4-H and youth programs and for discussion of such special supervisory problems as personnel, county organization, etc.

A committee appointed in October to offer suggestions to strengthen a family approach reported at each conference and received suggestions for improving the report. The two conferences were attended by 14 directors and assistant directors; 39 home demonstration leaders and assistant leaders; 6 4-H Club leaders and assistant leaders; 44 county agent leaders, assistant leaders and district agents; and 7 other State Extension persons. Eight members of the Washington staff were present.



## ORGANIZATION OF THE CONFERENCES

A chairman and two secretaries were selected for each session. The good work of secretaries as recorders of discussion makes this report possible. Since the two conference programs were similar in many respects, the discussions from both conferences have been blended into one report.

The conferences were opened with a statement by Mr. H. W. Hochbaum on "Our Opportunities and Responsibilities for Expanding Cooperative Extension Work." The full text of Mr. Hochbaum's statement has already been sent to those attending the conference. Highlights of his statement follow:

"Much of the change in attitude toward scientific agriculture and much of the improvement in farming and home-making rest upon the fine work of our extension people.."

"We should study the system, its finances, personnel, organization, and programs to find what adjustments might well be made to better fit the work to the need of the people."

"Shall extension work in the future, with expanded personnel, be merely more of the same, more service, more subject matter, more teaching of better practices?"

"These reports all bring fresh and new challenges that we in Extension must concern ourselves with as public problems."

"Naturally, there is also the challenge that college, station, and Department work with us and rural leaders in the determination of large public policies with reference to such problems. Health, medical care, disease control, conservation, the changing cotton economy, the millions of part-time and small-time farmers, the better use of our water resources, are but a few examples."

"Are we equipped with basic philosophy and basic facts, and with sufficiently well trained personnel to enter these new fields?"

"We need a thorough overhauling of our whole program concept from the college president and dean down to the assistant extension agents and the local leaders working with our agents."

"The college must lead in studying the greater needs of the people....., must lead in developing a great agricultural and rural life program for the State."



"The supervisor is the one who should help him (the county extension agent) with problem analysis and diagnosis, overall program making, organization, and planned procedure."

"Perhaps we need a new type of person in Extension, not a specialist in the ordinary sense but one who has the know-how, can work with county extension agents and the lay and professional groups involved, in developing programs and educational work in the field of these larger problems. Personally, I believe it is the job of the supervisor to do this, and many supervisors will do this provided the responsibility is given them."

"We have need for an overall program to meet the agricultural development needs of the State to which the whole college subscribes."

"The new funds will allow States to employ agents or assistant agents, to help urban and suburban people with problems of nutrition, food preservation, gardening, and home and civic beautification."

"More extension agents in a county should help us also to meet more effectively the problems of the small farmer and the part-time farmer."

"We are much interested in the development of State plans of work..... Two States have submitted one master plan for extension work in the State. That seems a big step in the right direction of building a unified program based on major agricultural and policy problems."

Discussion developed the following thoughts:

If the colleges recognize the importance of a problem, it is easier to get the specialists to work in that direction. This can be brought about by the local people through their organizations. If information is not available the experiment stations can be interested in obtaining it. The important thing to Extension is the solution of the problem out in the county. Ninety-five percent of the problems we work with should come from the people.

Training is an important part of preparing county agents and others to work on problems outlined by Mr. Hochbaum. Iowa and other States use bi-monthly conferences. This conserves both agents' and specialists' time in the long run.

Two papers given at the Lafayette conference were not on the program at Lincoln: (1) The Aims and Purposes of Supervision of County Agents by Charles E. Potter, field agent, Eastern States, and (2) Principles



That Should Guide the Supervisor in the Development of Extension Programs by O. C. Croy, district supervisor, Ohio. These papers have been distributed to the States. Highlights of Mr. Potter's speech and an outline of Mr. Croy's paper follow:

Mr. Potter:

"A supervisor has something to do with the direction, the management, the guidance, and the leadership of a group of people who are responsible for attainment of certain objectives."

"An extension supervisor holds a position of great responsibility."

"His worth is measured by (1) the amount of influence he exercises upon the activities of the agents he supervises and (2) by the ability he has to reflect the field situation to the extension administrator."

"Supervision is a part of a general administrative program."

"It is the director who develops policies, lays out functions, assigns responsibilities, delegates authorities, appraises results, and determines relationships with other people."

"The extension supervisor sees to it that all agents under him are thoroughly informed on policy, functions, responsibilities, and relationships. He is the person largely responsible for the operation of the organization."

"The aim of extension supervisors is to develop a staff of county extension agents who will help rural people solve their own problems."

"I want to mention another change--the ability of people to solve problems. We are constantly impressed with the growth of our rural people in this respect. This should be definitely a part of our concept of education."

"The extension agent is a teacher, an expediter, a catalytic agent. His aim is to help people achieve the goals which they have determined as desirable."

"Knowing and being able to identify the desired behavior changes is probably the most difficult task of the agent."



"The job of the county extension agent is to help human beings change their habits of thought and action with respect to:

- (a) Improved ways of making a living.
- (b) Raising the quality and satisfactions of living.
- (c) Developing ability to solve more and more of their own problems."

"The aim, then, of extension supervision is to help the county extension agent be more efficient in doing his or her job."

The old comment was made that the "bottleneck" in getting extension work done was in the county. There is on the average 1 supervisor for each 17 agents in the United States. It was pointed out that frequently supervisors do so much administrative work that there is no time for actual supervision. Also, that as long as it is the Federal policy to keep down numbers on the State staff, it is difficult to do an adequate job of supervision. Ten to fourteen percent of Federal extension funds are used for supervision and administration. Dr. Ramsower said that while the director is responsible for developing policies, he thought all supervisors should help determine policies and have a clear understanding of them before going into the field. These policies should be founded on the fundamental policy of helping people do the things they want to do. Supervisors have grown into their jobs with little or no training. Recently the need for a definite training for supervisors has been recognized, and the beginning of such a program has started.

Mr. Croy outlined five principles as follows:

"A. Supervisors must keep alert to and have knowledge about--

- 1. New developments in research in fields affecting farm people.
- 2. Changing economic and social conditions affecting farm people.
- 3. Opinions of farm people regarding new problems affecting them.

This may be done by keeping constant contact with the State workers, Federal staff, and other authorities, and farm people through their planning groups and by reviewing the literature.

"B. Regardless of the supervision pattern in the past, the problems ahead for farm people call for the integration of supervision in a district and in the State.

- 1. Mutual professional confidence in one another sets a fine example for county staff workers.



"2. Many larger unit programs in which farm people are indicating needs require joint planning. Examples: 4-H Club work, youth, farmstead improvement, health, etc.

"C. Supervisors should set the situations for agents and specialists to plan together.

1. Assisting farm people in formulating a program.
2. Assisting farm people in organizing for action.
3. Preparing materials for teaching together.
4. Specialists take on a new function of training agents in subject-matter.

Supervisors can accomplish this by setting up major unit work committees, arranging for joint agent-specialist planning meetings, and assisting with efficient scheduling.

Supervisors can set the situation for agents, specialists, and conservation technicians to plan together in counties with soil conservation districts. It is the accepted responsibility of the Extension Service to do the soil and water conservation educational work.

"D. Supervisors should arrange for authoritative sources of information when new and undeveloped needs are indicated by farm people.

1. From other colleges.
2. From national authoritative sources.
3. Encourage research by the experiment stations.
4. Initiate informal surveys to get some types of information.

"E. Be willing to tackle new problems with the same scientific procedure as has been used in Extension programs in the past.

1. Study the situation.
  - a. Locate sources of authority.
  - b. Initiate research if necessary.
  - c. Conduct informal surveys to get information and to enlist more people in the problem.

2. Formulate a plan with the people.

Supervisors can accomplish this by setting up major unit work committees, arranging for joint agent-specialist planning meetings, and assisting with efficient scheduling.

Supervisors can set the situation for agents, specialists, and conservation technicians to plan together in counties with soil conservation districts. It is the accepted responsibility of the Extension Service to do the soil and water conservation educational work.

"F. Supervisors should arrange for authoritative sources of information when new and undeveloped needs are indicated by farm people.



"3. Assist them in organizing for action or to obtain services they need.

"4. Continually evaluate mistakes and progress."

Discussion brought out the following observations on program planning.

Surveys and other means of obtaining local information help local people to determine the importance of a problem. There is a tendency to look for things that are familiar. We need to look deeper for basic problems.

Farm people on area and State policy committees were reported by Iowa and Missouri. They help to keep a program practical. The major part of extension work in Missouri this year is directed at four problems:

1. "Balanced" farming.
2. Farm and homestead improvement.
3. Rural youth.
4. Public problems.

Part-time farming is a major problem in many areas. Part-time farmers do not work as groups. Sometimes it is difficult to find common problems. In one northeast Ohio area the common problem was water supply. Part-time farmers work better with city people than with farmers. They work with farm people better on 4-H and home projects.

Extension needs to give more attention to the problems of people. Production is but a means to an end. A successful project, 4-H or adult, develops the individual.

There are many problems of reaching persons who do not respond to ordinary extension work. Such persons can best be reached through finding their special interests. For example, older youth are interested in the opposite sex. Butter manufacturers desire to increase the quality of milk from small producers. Sometimes entertainment must be introduced into extension meetings. Discussion must be pointed to the need of additional research on methods of reaching the "less ready."

#### Report of Committee on Suggestions for Improving Family Approach to Extension Work

A committee, of which Director Paul E. Miller, of Minnesota, is chairman, was appointed by Director Hoffman in October 1945 to study and report methods of improving the family approach to extension work.



This committee met at Chicago January 24 to 26 and drafted its preliminary report. The report was made to the Lafayette conference by Mr. P. K. Connelly and to the Lincoln conference by Miss Dorothy Simmons, both being members of the committee.

Suggestions for improving the report were received by the secretaries and forwarded to the chairman, Mr. Miller. It is expected that the report in its final form will be made to the Central States directors at their next meeting at Peoria May 1 to 3, 1946, and then distributed to the States.

### Extension Work With Public Problems and Rural Policies

The discussion of this topic was opened at Lafayette with a statement by Director Ramsower, of Ohio, which is summarized as follows:

- I. For many years land-grant institutions have been recognized leaders in research, resident and extension teaching, and in the general field of production of farm commodities.
- II. Likewise, though we were a little tardy in our efforts, we worked our way into both research and teaching in the field of marketing and distribution, including the formation of co-operatives. We were and still are afraid of getting our fingers burned in our efforts in the area of cooperative marketing.
- III. Further, we are carrying on work in research and teaching in the field of home economics, and family living generally, to the very great advantage of all concerned.
- IV. After World War I this Nation began to embark upon international programs on a vast scale. We made loans of huge sums of money to foreign countries to enable them to buy some of our surplus commodities and otherwise rehabilitate themselves. Results make an interesting story.
- V. Today, after World War II, our Nation finds itself part of a very much shrunken world:
  1. No isolationists among us.
  2. One of a family of nations.
  3. Each person now a citizen of the world.
- VI. These situations appear now to be calling for more work for land-grant institutions in the general field of public policy. Money issues before the Nation, now under discussion in Congress and elsewhere, are of great concern to farm people.

1. The British loan—are farmers for or against?
2. Foreign trade policies generally.
  - a. Shall we accept wool from Australia?  
With or without tariff?
  - b. How about sugar beets?
  - c. Hops in New Hampshire.

VII. Public health programs are typical of many questions of public policy which farm people should know about and have a part in arriving at decisions upon.

VIII. Materials needed. Who shall prepare them on controversial subjects?

IX. What kind of meetings? Who shall present subjects? Is this another job for county extension agents?

These are questions to which complete answers have not been found.

Mr. Skuli Rutford, assistant director in Minnesota, at Lincoln reviewed the history of extension work and pointed out that the trend is toward a more completely integrated program of over-all agriculture, as compared with past policies of specialization in particular subject matter.

He suggested that the future training of county extension workers should give more attention to the social sciences, including economics and political science, as well as more strictly agricultural and home economic subject matter. This is imperative if extension agents are to be able to cope with the broader problems in their counties.

In working with problems of public policy, it is important that extension workers present the facts to farm people in order that they may make intelligent decisions. The following were listed by Mr. Rutford as examples of public policy problems:

- |                          |                             |
|--------------------------|-----------------------------|
| 1. Price policy.         | 5. British loan.            |
| 2. Parity concept.       | 6. Full employment.         |
| 3. Inflation control.    | 7. Health and medical care. |
| 4. Foreign trade policy. |                             |

Information on hot topics should be in the hands of county agents promptly.

The association of manufacturers, Ford and others, are doing educational work on public problems through advertising. Extension had better get



on the job in this field.

County workers need:

1. More training on public problems.
2. Need to get away from service activities.
3. Reserve time for self-improvement in these newer activities.
4. Organize discussion groups.

The future of extension work depends upon the quality and competence of our field staff.

Our friends (quoting from Moore's book, "The Farmer and the Rest of Us") point out that the Extension Service has not given to farmers information that has illuminated public problems.

Extension Service must accept the challenge of a broadening program or become of much less importance in the eyes of farm people.

Discussion developed the following ideas:

1. Public policy has an increasingly greater effect on the economic status of farm people.
2. Many public policy questions are not controversial. The problem here is getting proper public attention.
3. Extension should make a greater effort to bring about discussion of public problems before policy decisions are made. Too often, Extension is in the position of explaining or justifying a policy already established.
4. Possibly Extension should direct its work on public policy questions toward farm leaders. In Illinois the rural school situation was discussed with Home Bureau officers for many years. Now school authorities credit the Home Bureau with helping to bring about better understanding of school problems.
5. The need for reaching youth with vital issues is more serious than before the war. Youth want to know where they are going-- want answers.
6. Training the staff.
  - a. South Dakota held a 3-day training school for field agents, and discussions during Farm and Home Week.

County agents do not need to have all the answers, but should have sources of information to which they can refer when needed.

- b. Iowa uses district conferences: Women's groups are discussing this year school, health, and library problems.
- c. Kansas: District conferences on economic problems.
- d. Some States are sending out printed information to staff members and to farm leaders.

7. The Supervisor's Relationship.

He needs to take more responsibility in selling public problems as a part of the extension program. Program development needs to be considered from the over-all viewpoint. The supervisor can make a real contribution here in selling ideas to county staff.

Follow-through on the program is important.

Supervisors can contribute by suggesting proper use of specialists.

Many times extension programs are spread too thinly-- need to really follow through on important phases. Marinette County, in Wisconsin, using facts developed in land-use planning, has developed county forests so that in 20 years new forests will pay the costs of county government. The county agent has been a vital factor in this program.

8. The Contribution of the Specialist.

To furnish information to people so they can plan and act intelligently. When facts available are not conclusive, different viewpoints may be given.

Farm people are eager to discuss problems on production and soil conservation, but when discussion topics like international trade are thrown out, very little discussion occurs, and there is little response from either farm people or agents. This may be due to lack of information or poor techniques in presentation. Ohio has published three pamphlets on public policy questions, available to various organizations and designed to stimulate thinking.

Specialists should weave into their subject matter information relative to some of the broader problems. The relation



of Bang's disease to health is a good example.

Specialists should have all the resources in their field at hand.

Information prepared by specialists may be placed in the hands of other groups of specialists. Outlook information may be prepared by extension economists but is often used by other specialists. Information on particularly "hot" subjects may be placed in the hands of the farm organizations.

More help is needed by county staff members in methods for getting facts on which programs can be based.

9. The success of the Extension Service is based on the educational job it does. Extension must keep abreast of the broadening interests of farm people.
10. It was generally agreed, with reservations, that the Extension Service must broaden its program to include the public program field. A start was made in this direction during land-use planning activities. The fact that many problems of this nature are "hot" and the need for training programs for staff members are hurdles which need to be carefully considered and steps taken to overcome them.

At both Lafayette and Lincoln, J. P. Schmidt, of Ohio, conducted a demonstration of one method of discussing public policy questions. This method can be used in a meeting where the group is too large for successful participation by a majority of persons present. The group is divided into subgroups of five or seven persons with a leader. Each person has a list of questions pertaining to the main question being discussed. The purpose is for each subgroup to agree or disagree with each of the questions. Their decisions are then reviewed before the whole group, and each leader defends the position taken by his group until the whole group arrives at some consensus. The discussion should be preceded by some statement of factual information that can be a basis for discussion. A "panel of experts" was set up in each demonstration to advise on questions of fact as they were raised in the course of the discussion.

#### Individual Farm and Home Planning

Farm and home planning is one of the lines of work suggested in the Bankhead-Flannagan legislation. In order to develop thinking in this field, both supervisory conferences gave it major consideration. Experiences in Missouri and Ohio were presented at the Lafayette conference.

and the experiences of Missouri, Kansas, and Nebraska were presented at the Lincoln conference.

### Balanced Farming in Missouri

Presented by Vance Henry at Lafayette, and by F. E. Rogers, Kathryn Zimmerman, and R. B. Baker at Lincoln.

#### I. Situation

Missouri is a livestock State.

Eighty percent of farm income is from livestock and livestock products.

Average size of farms is 144 acres. Approximately half of this is pasture--large part of pasture cannot be plowed.

#### II. Balanced Farming Defined

Our State advisory committee defines it thus: "Balanced farming is simply a carefully planned system of farming for the entire farm unit, through which the farm family can correlate the use of various farm and home practices to achieve high production, high net income, the improvement of soil productivity, and better living for the farm family."

Its objectives are higher net income--to provide funds for more efficient operation of the farm, for home improvement, and for investment and savings which will lead to greater stability and security for the family and community.

#### III. History of Balanced Farming in Missouri

Prior to 1941, farm and home planning had been carried on in Missouri as a project of the agricultural economics department for a number of years. In 1941 it got its real start as a program rather than a project when all specialists and supervisors were trained to do balanced farming. A balanced farming committee was named by the director to guide the program. One of our agronomists is chairman of this committee, and the farm management specialist serves as secretary. The personnel of the committee also includes a home management specialist, extension dairyman, engineer, and county agent supervisor.

All county agents were then trained in 3-day schools in the fall of 1941 with training teams made up of specialists and supervisors. The Balanced Farming Handbook and Workbook were developed.



Color slides were developed on four farms, representing different types of farming. Sixteen sets of these slides were kept in the State office, and some counties purchased sets. The Chas. Shaefer farm in northern Missouri increased carrying capacity of farm from 15 to 40 cows. Increased net cash income from \$1,150 to \$2,246. Max Mauss, Ozark section, increased his Jersey herd from 11 to 17 cows and his milk production four times. Increased net cash income from \$795 to \$2,375 in five years, 1937-41. Eleven farms in Warren County increased dairy cows 33.3%, butterfat production 95%, lime 186%, sweet clover 118%, terraces 173%,<sup>1</sup> sows 93%, hogs sold 121%, corn 15%.

Balanced farming was stressed at all county soils and crops conferences. Color pictures on balanced farming were shown.

Since 1941, there have been training schools each year to train new workers in balanced farming.

In 1945 a series of 2-day schools were held over the State at which 108 county agents and 81 home demonstration agents were trained. Recently, 16 new assistant agents, before going to their county, were given a 5-day orientation course, 2 days of which was devoted to a balanced-farming school.

In addition, others, including vocational agriculture teachers, F.S.A. supervisors, fertilizer salesmen, bankers, agricultural representatives, milk plant fieldmen, and terracing contractors, have been trained in these 2-day schools.

We are trying to get everybody trained in balanced farming. This year a group of rural preachers will be trained.

Demonstration meetings have been held on farms in most counties the past two summers.

#### IV. Present Status of Balanced Farming in Missouri

Missouri has 3,270 farms with balanced farm plans. Of these, 1,337 started in 1945 in 95 of 114 counties.

Additional personnel has been added in 1945-46. Seven counties have added assistant agents financed by local funds, to work their entire time on balanced farming.

Thirty assistants have been added with Bankhead-Flannagan funds. Part of their time will be devoted to balanced farming.

A Balanced Farming Association has been formed in one county, with 46 farmers paying \$50 each for service.

## V. Methods Used

### 1. Getting Interest and Attention

Color-slide stories on individual farms shown at county soils and crops meetings, women's home economics council meetings, chambers of commerce, civics clubs, county meetings of F.S.A. clients, bankers' meetings, and local schoolhouse meetings.

Two district meetings called last summer of leading businessmen (200 attended from 20 counties) to discuss balanced farming in dairy section of southwest Missouri, present situation, and call attention to facilities needed.

Extension personnel discussed balanced farming at district bankers' meetings.

Contests: Kansas City, St. Louis, and Springfield Chambers of Commerce.

### 2. Helping Farm People Develop Plans

#### A. Community or neighborhood approach.

Call meetings at schoolhouses, show pictures on individual farm, find out how many farmers are interested in starting. Then meet with the 3 to 5 who are interested and explain workbook and how to use handbook. Some agents get all in the group to walk over farms together to get general idea of farms (kind of soil, slopes, water management plan, etc.). Agents then help each farmer work out plan in small group or individually.

#### B. Individual approach.

Agents help individual families work out plans. Walk over farm, get present situation, then make long-time plans.

For individual help, every cooperator is a balanced-farming prospect. Start with the interest of farmer--poultry, pasture, terraces, ponds, home improvement--and lead the family to see how the balanced-farming program will help.

In all cases the plan must be that of the farmer. Extension workers help the farm family make the plan.



They do not make the plan for them. Every plan is different. It depends on kind of soil, size of farm, type of farming, desires of farmer.

Planning is an educational process. Extension is an educational agency.

### 3. Getting Plans into Operation

Arrange for facilities to get plans in operation.

- A. Adequate limestone supply—one county setting up a county-wide service under direction of extension sponsoring organization.
  - B. Terracing contractors—attendance at annual contractors' meeting held at college increased from 16 in 1943 to 250 in 1945.
  - C. Pond contractors are increasing.
  - D. Artificial breeding association, started this year at Springfield, now owns 30 bulls, has 17,000 cows signed up, 21 inseminators working.
  - E. Credit facilities—St. Joseph Clearing House Association has \$500,000 fund for balanced-farming loans. At least one country bank advertises it will lend money at 4 percent on basis of balanced farm plan.
  - F. General support of businessmen and other groups.
- F.S.A. supervisors trained to work balanced farm plans. They have agreed to use balanced farming workbook for T.P. clients as much as possible.
- Vocational agriculture teachers using handbooks in classes. Some teachers are working out farm plans with advanced classes.

## VI. How Supervisors Help

From the viewpoint of the extension worker, balanced farm planning is a method of doing extension work. It helps to coordinate much of the work being done to make the efforts of agents more effective. We have heard that supervisors have some responsibility on methods.

The main job is to give vision to agents of possibilities of balanced farming. A few agents start with farmer's special interest and lead him into balanced farming. They may start with pasture plan, home food supply, home improvement needs, terraces, clean ground for hogs or poultry, or anything else. This may be done by both county agent and home demonstration agent.

Supervisors help get support for program from local boards, businessmen, and leading farmers.

They have a balanced farming subcommittee of State advisory committee of farmers.

Supervisors assist agents in holding first meetings to create interest with chambers of commerce, civic clubs, or at community meetings.

Supervisors go over farms and plans with agents. They can find out how agent is getting along this way better than by merely having an office conference.

Supervisors assist specialists in training new agents and other people interested in agriculture and help agents and specialists get needed facilities.

They promote balanced farming in general; assist in conducting contests.

## VII. Home Phases

Improved family living is the ultimate goal of balanced farming. It is the extension worker's responsibility to teach how to use increased farm income to achieve better family living. Increased family income does not insure a better standard of living unless we point the way. Farm family needs must become their wants. Promotion of health, better diet, labor-saving devices, and home conveniences are essential. Production of the family food supply should be promoted through better gardens, a good poultry flock, and the curing of home meats. The garden should be "our" garden instead of "her" garden.

Methods used in getting interest and attention were:

1. Special interest meetings.
2. Extension clubs where farm plans were discussed.
3. Tours to farm homes to see things done and explained.



4. County-wide meetings, where women reported experiences on things actually done.
5. Balanced farming field days including special interest to farm women.
6. Showing pictures and plans at balanced-farming schools.

Follow-up work is very important and includes visits to homes to help the farm homemaker put into practice the things she has learned.

Extension personnel training is very important. This is done by training schools held on farms where actual planning is done. Specialists make frequent visits to the counties.

Family living phase of balanced farming is a method of doing extension work. Agents must understand the family approach. We must start where the people are and help them make progress as they plan their future home.

#### VIII. Goals for 1946

At least 5,000 new balanced farm plans, hope for 10,000.

More personnel than ever before to do the work.

Will train all new personnel and others.

Hold summer meetings or tours on farms in each county. Businessmen's tours in some counties.

#### IX. Summary

We started many years ago with farm planning. We set up a few demonstrations and streamlined our procedure.

We made our first real start in 1941, when specialists were trained, and a committee set up to direct the program made it a program instead of a project.

We are not making progress as fast as we would like.

We are not tying in home phases as much as we should. We are getting banks, civic clubs, and farm organizations interested. Farmers are beginning to come in and ask for help in working out balanced farm and home plans. We hope to get ideas from Kansas, Nebraska, and other States on how to improve our job.

A Cooperative Home and Farm Unit Test Demonstration

(As reported by Miss Sanna Black, of Ohio)

A joint project of Extension, TVA, and families cooperating in Vinton County, Ohio. The demonstration was established in 1938 with the main emphasis on farm improvement. In 1942 it was decided to include the home and give greater consideration to the family. This report deals largely with the family.

The 43 families cooperating represent a good cross section of typical farms of the county with varied educational attainments and from low to high average cash incomes.

Definite 5-year plans are agreed upon by all cooperators, and in the case of the families the husband, wife, and at least the older children must not only help the plan but agree to work with it. New cooperators are accepted upon recommendation of those in the plan and are accepted only with certain requirements met.

County agents, two specialists from the university, and one home economist who lives in the county have assisted at infrequent intervals.

Many problems present themselves. The families are well aware of the scope of the projects. They know it is not a planned program, cut and dried, but that it is in the nature of a study which borders on research. They know that it is designed not to help needy families or to benefit only those working on it. They are interested because they understand that the results of this demonstration may affect many people over a long period of time and that the results will serve to point the way for other educational endeavors.

Methods of work must be adjusted to fit the situation. Personal conferences, patient planning, slow and simple steps, demonstrations, tact, sympathy are "musts" in this program.

Problems facing extension workers:

1. Adults do not read much.
2. Adults do not wish to admit they do not know.
3. Adults think that money would solve their problems.
4. Adults are self-satisfied.
5. Adults do not "speak the same language" as the specialist.

Some results noted in cooperators:

1. Willingness to change old patterns.
2. Better and more adequate gardens.
3. Better food supply; better-planned meals; more adequate human nutrition and better health.



4. Admission of the need of more information on farm and home management.
5. More readiness to have family councils.
6. Growing pride of their leadership in working with Extension and TVA.

What others think:

In the past bankers and others would refuse credit to these people but now freely offer it to any cooperators. Ministers report growing interest in local activities such as school and church.

#### Farm and Home Planning in Kansas

(As reported by Paul Griffith)

Kansas approaches farm and home planning from the results of summaries and analyses of farm and home records. It is called "Know Your Farm and Home Business." Needed adjustments follow. Farm management association records and other account books have been found to be invaluable in their planning work, giving a practical check on classroom recommendations. Mr. Griffith pointed out:

1. Over-diversification must be guarded against, for records show that more than two or three enterprises tend to limit size of business.
2. Records of results are a sound basis for planning.
3. Managerial ability must be applied where it brings the greatest returns.
4. An analysis that points out strong and weak points in a farm business is a better guide than just the ideas of an outside person.
5. Studying the actual happenings on a farm tend to keep extension workers' feet on the ground. As one county agent expressed it, "Seeing an analysis of the business of the demonstration farms in his county kept him from 'worshipping at the wrong shrine.'"

A set of slides is used to promote farm and home planning in Kansas. These slides show:

1. Type of farming areas and location of farm management associations. More than 2,500 farmers have been members of the four associations between 1931 and 1946. Contributions from individual farmers during this period have reached \$800.
2. Influence of war on net income.
3. Net income--high to low.

4. Income and expenses--high, 25 percent; low, 25 percent averages.
5. Analysis--why results are such. Effect of crop yield.
6. Thermometer charts on which each farmer charts his "weather"--how well he is doing.
7. Income by size--acres don't tell the whole story.
8. Factors affecting net income.
9. It pays to be better than average.

Actual farm planning is merely answering two questions:

1. In what proportion should the resources--land, labor, and capital--be used to produce most efficiently?
2. When resources and price outlook are considered, what combination of enterprises will obtain maximum profit?

Farm and home planning must be approached from a family viewpoint. Living expenses compete with operational costs only when gross income is low or when farm expense is high. The family's need for cash depends upon the resources and abilities of its individual members. If father and the boys like to milk, butcher, or produce a "we" garden, or if mother and the girls are "handy with a needle," costs are less.

Kansas county agents distribute 20,000 farm and home account books each year.

Mr. Griffith further illustrated his presentation with records from dairy and poultry farms.

#### Farm Unit Program in Nebraska

(As reported by A. D. Maunder)

#### Premises of Individual Farm Planning

1. Planning must be done by farm people, not for them.
2. The farm and home should be considered as a unit in individual farm planning, and the whole farm family should participate.
3. If individual farm planning is to be carried out on an extensive basis and if the Extension Service is to have administrative responsibility, the group approach must be used.
4. Individual farm planning must be treated as a program.



not a project, and the entire personnel of the Extension Service must participate.

5. Farm and home records ahead of planning are desirable but not essential. Records are essential, however, to measure results and for use in improving farm and home plans from year to year.
6. Land use capability maps such as those prepared by the Soil Conservation Service technicians are of great value in setting up the cropping program on a farm.
7. Close cooperation with Soil Conservation technicians in development of those phases of the program which involve land treatment is very desirable.

#### Suggested Procedure in 1946

##### I. State Program.

1. Review Farm Unit Program Manual with each subject-matter department and revise as needed.
2. Outline method of presentation.
3. Meeting of State program committee to review suggested procedure.
4. Meeting of all specialists involved to review procedure and allot time to farm unit program.
5. Select counties for 1946-47 work.
6. Draw up county schedule.

##### II. County Program.

1. Select and make contact with 10 to 20 interested families as cooperators.
2. Hold preliminary meeting of cooperators.
  - Purpose--To lay out planning program.
  - Attendance--Cooperating families, county agents, supervisor or farm and home management specialists.
3. Series of workshop meetings.
  - Attendance--Cooperating families, agents, specialists concerned.

1st meeting--Land use, conservation and  
crop rotations.

2d meeting--Livestock program.

3d meeting--Home and farmstead.

4th meeting--Income and expenditures, labor  
requirements, records.

4. Farm visits.

It is suggested that as many cooperating families as possible be visited by agents and specialists in advance of workshop meetings. Where evening meetings are held, specialists should arrive in the forenoon and visit a number of families with the agents.

5. Special problems.

As planning progresses, special problems will arise. An educational program of information and demonstrations should be arranged to help solve such problems; in fact, such problems might well serve as the basis for future extension programs.

III. Program Expansion.

1. In the County.

- a. After participation in training one group in the various steps in farm planning, agents will be expected to conduct similar workshop meetings for other interested groups.
- b. Accurate farm and home records are important for use in evaluating results and as a basis for adjusting and improving farm plans. Their use by all cooperating families should be strongly recommended.
- c. Follow-up: Plans should be made for the agents to meet with cooperators in groups at least twice a year to help them adjust plans to meet emergency situations, to assist them with record keeping and to keep abreast of immediate problems. These groups might well be either community groups or special interest groups depending on the local situation.
- d. As the program expands in any county to the point where it is too big to handle with available personnel, possibility of employment of an assistant



agent on farm and home planning should be investigated.

## 2. State Level.

Specialist assistance will be extended to additional counties as fast as counties are ready and to the extent that time of specialists will permit. With successful completion of one year's work it is anticipated that the program can be expanded considerably thereafter.

The speakers at Lincoln formed a panel to answer questions directed by the group relative to their respective presentations on "Individual Farm and Home Planning." Various ideas brought out during the discussion included:

1. Individual farm and home planning is a follow-up of land use planning and gives opportunity to make use of the good parts of land use planning.
2. Individual farm planning is a way of getting land use planning recommendations into operation. However, successful planning is being done in counties which have never had land use planning but have used farm record summaries and analyses as a basis.
3. Individual farm and home planning with tenant families is often difficult. Where it is successful, owner and tenant do it together. Home improvements can be made but are necessarily limited by the situation.
4. Individual farm and home planning is not a rapid process and not easily accomplished on a mass basis. For example, Osage County, in Missouri, with more complete farm plans than any other county in that State, has only 200 plans in operation as a result of 5 years' work. In Kansas the farm management association considers 225 farms a top load for one fieldman. The progress may not be as slow as it appears because it gives a complete demonstration rather than being "piecemeal" work as done in many extension projects. The spread of influence may result in our regarding it as a faster rather than a slower process in the final analysis. The procedure needs to be streamlined to speed up the process but with careful guarding against lowered quality.
5. Many different approaches are used in having the family work as a unit in making and executing plans for farm and home planning. The start is made on the problem in which the farmer is most interested.

6. Fitting local leaders in the picture.
  - a. Develop terracing and pond-building contractors. In Missouri this is being done primarily with young men returning from the Army with mechanical experience, who are being outfitted with good machinery and trained to do the water management job on a paid basis. The Missouri Terracing Contractors' Association requires two other contractors and a county agent to vouch for the kind of work a new man does before he can be taken into the association. Members who do unsatisfactory work are expelled from the organization.
  - b. Small-town bankers, implement dealers, and businessmen have financed training schools. Greene County, Missouri, had a training school set up by an implement dealer for 13 counties. Boys 16 to 25 years of age were chosen, and trained by college specialists on balanced farming for 1 week, to go back and practice on their own farms and help neighbors who were interested.
7. Beginning or young farmers are worked into a community group rather than making specific attempt to separate them.
8. Part of youth in individual farm and home planning.
  - a. It is felt inadequate emphasis is being given to human resources in this program--for example, in the story told by the slides shown, the farm family should be shown as a unit at the beginning of the story to create interest in youth on the part of adults and to get the interest of youth in what is to be done in farm and home planning, in order to weave them into the whole story.
  - b. There is an increasingly developing concept that youth does have a part in farm family planning, and there must be an increasing acceptance of that concept in practice. On the part of county personnel, this will be governed by how well the supervisors in men's, women's, and youth work can impress the county personnel with that concept.
9. Individual farm and home planning is the most efficient teaching technique extension work has. However, the preparatory program Extension has previously done has been important in making successful work in farm and home planning possible.



10. The primary objective in this program is farm family welfare, with good farming on a good farm as the means to this end. The county needs to be so organized that all agencies contribute to these goals.
11. Supervisors should read the Bankhead-Flannagan Act at least once a month--first on the list of purposes of this act is the development of farm and home planning.

#### Supervisor's Responsibility for Youth Programs

Discussion of this topic was opened at Lafayette with brief presentations by Blanche Lee, Wisconsin; P. K. Connelly, Indiana; and A. G. Kettunen, Michigan. At Lincoln, Florence Atwood's paper was read by Ethel Saxton, Nebraska, followed with discussion by J. Harold Johnson, Kansas, and W. A. Peters, Minnesota. Owing to considerable repetition, these papers have been summarized as follows (several differences in philosophies, policies, organizations, and procedures will be noted):

#### Miss Lee:

1. A successful youth program must have a State leader.
2. All supervisors should emphasize and encourage youth work with all extension agents.
3. Agents chosen to work with youth should have experience, training, and ability in this field.
4. Surveys should be used to find out—
  - a. Where and how many youth are to be served.
  - b. What youth want. Such a survey in three Wisconsin counties indicated that youth there wanted (1) vocational guidance, (2) social contacts, (3) participation in the program, and (4) facts and information. This survey also showed that there were more young men than young women in rural areas.
5. Parents must be interested in the program in order for youth to take part in such a program successfully.
6. Subject-matter material to be used in the youth program should be prepared by the specialist in the field, in cooperation with youth workers.
7. Sympathy and understanding of youth work can be obtained

through proper recognition in adult programs. Assistance should be given in the training of adult leaders for work with youth.

Mr. Connelly:

1. It is the supervisor's responsibility to help new agents realize that to make 4-H Club work successful, he must find and train leaders.
2. The supervisor must find ways to increase the efficiency of county agricultural agents in getting work done. Their time is always fully taken, so the only way more can be done is to help the agent find more efficient ways.
3. The supervisor should assist the agent in providing time to do a specific job. 4-H Club and youth work will be done if it has the support and encouragement of the supervisor.
4. Probably every State has some counties in which youth work is weak. Concentrate attention on these counties, so that the State program will be strengthened.

Mr. Kettunen:

1. County agricultural agents in Michigan are responsible for the entire extension program in their counties.
2. Selection of youth workers in Michigan:
  - a. The county indicates its interest by a resolution of the county board of supervisors asking for the worker, and indicates they have the funds to provide local expense.
  - b. Candidates are approved by the college if they have the interest, training, and personality for such work.
  - c. The candidate is presented to the county agricultural agent and to the local committee for approval. If satisfactory, the State board of agriculture makes appointment.
3. Establishing the new worker:
  - a. He is made acquainted with the program on the State level.
  - b. He is taken to the county office for a conference with the county agent to outline responsibilities of each.



- c. If the new agent is a replacement, he works for a time with the worker he is to replace.
  - d. The new agent is visited when necessary to assist him in getting a program established.
4. Program planning for 4-H Club Work:
- a. Annual extension conference.
    - (1) 4-H Club leader meets with a committee of agents representing the eight conference districts at which general policies and procedures of the 4-H Club program are discussed.
    - (2) One day is spent with 4-H Club agents, home agents, and State club staff in making plans for the year's work.
  - b. A 3-day 4-H Club agents' conference is held. At this conference subject-matter is presented, and ways and means are planned for getting the State 4-H Club program done.
  - c. Special conferences are held at the close of each of the main 4-H Club events, such as three State club camps, State 4-H show, 4-H conservation camp, State 4-H livestock show.
  - d. Program planning conferences are held in the county with county extension staff and county 4-H Club council.
5. Supervising the program:
- a. The monthly district conferences arranged by the State county agent leader are attended by the 4-H Club agents.
  - b. For supervision the State is divided into five districts. One man and one woman supervisor are responsible in one of these districts assigned to them.
  - c. Responsibilities of supervisors:
    - (1) Help with special 4-H Club subject-matter.
    - (2) Assist counties with 4-H Club program planning.
    - (3) Adjust differences that sometimes occur in county staffs.
    - (4) Provide incentives, stimulation, and inspiration.

6. The preparation of 4-H Club literature is a cooperative enterprise between State 4-H Club staff members, subject-matter specialists, resident staff, and county extension workers.
7. Youth work as a profession:
  - a. Why youth work is so important.
    - (1) We all believe in it. For that reason it has proved to be a magic word in getting appropriations.
    - (2) Right ideals are presented at an age when those ideals become a part of them and stay with them.
    - (3) There is evidence in every county of former 4-H Club members who have taken an important place in the life of the county.
    - (4) Extreme youth was one of the important reasons why we were able to win World War II.
    - (5) Teamwork taught in 4-H Club work was another important factor in winning the war.
  - b. What can a 4-H Club agent do for a county program (an example from a Michigan county).
    - (1) Good participation in 4-H Club projects.
    - (2) Have a county council of 4-H leaders.
    - (3) Have a county 4-H Club camp.
    - (4) Have a junior farm bureau group.
    - (5) Have an older youth group.
    - (6) Have an older youth study group (married 4-H'ers).
    - (7) Have a 4-H Club fair.
    - (8) Have an older youth camp.
    - (9) Have a leadership training camp.
    - (10) Have a corps of local leaders developed through 4-H Club work.
  - c. We need in our agricultural college an opportunity for students to prepare for a career in youth work.
    - (1) It was pointed out that some of the best 4-H agents in Michigan were trained in normal schools.



- d. We should recognize the work with youth in the Extension Service throughout the Nation as a profession and give to the workers in this field a title that designates and dignifies their profession.
- e. We should recognize that we have people who have the qualities, training, and desire to work with young people. We should give them compensation for their service in this field on a high enough scale, so that they do not feel that to advance professionally they should aspire to other types of extension work.

Miss Atwood:

- 1. The Challenge.
  - a. There were approximately 4,000,000 farm young people, 18 to 26 years of age, in 1940, and an additional 3,500,000 young people living in rural villages.
  - b. Selective Service reports 303,000 men, 18 to 26 years of age, deferred for agricultural work, February 1, 1945.
  - c. Approximately 200,000 replacements are needed annually to operate the 6,500,000 farms in the United States.
  - d. It is necessary for the best interests of agriculture that these replacements be skilled and well informed in modern farm and home subjects and techniques.
  - e. It is important that youth who leave rural areas for urban jobs be well informed on rural problems and situations.
- 2. The Program should be planned to meet the desires and needs of youth and must--
  - a. Provide opportunity for fullest possible self-expression and development.
  - b. Develop fuller and wider appreciation of farming as a way of life.
  - c. Stimulate young people.

- d. Provide vocational information and guidance.
  - e. Provide opportunity for study and discussion of broad economic and social issues.
  - f. Provide opportunity for social and spiritual development.
3. Youth work should be a part of the broad extension program. Youth and adult work should be coordinated in all its phases. The programs should be so integrated that rural people will merge gradually from 4-H older youth work into adult extension work. There should not be any sharp and fast line between the 4-H, the older youth, and the adult work. Instead there should be a gradual merging of one into the other.
  4. It should be the responsibility of the supervisors to understand the aim and program of all departments if they are to assist in carrying out the over-all program.

Mr. Johnson:

In Kansas there are four supervisors in each district. One supervisor in 4-H, one in home demonstration, one for adult men, and the district agent act as a committee in recommending activities in various fields of work.

Weekly conferences are held to review accomplishments and prepare plans for the coming week or weeks. Three administrative conferences each year consider all phases of extension work. County contracts are discussed by all, and any one supervisor may be the county contact person on budgets. The entire district staff is familiar with all phases of the extension program.

Mr. Peters:

1. District supervisors should be indoctrinated with the concept of the family type of extension work.
2. The district supervisor is charged with responsibility for the over-all program in extension.
3. In planning county programs of work, district supervisors should see that proper emphasis is given to work with youth and coordination between youth and adult work. He should follow through on progress in counties.



4. The district supervisor should sense the need for additional personnel and do all he can to see that funds are provided.
5. He should see that there are good relationships and complete cooperation among agents within each county. At least one conference of agents in each county should be held each week to review previous week's work and make plans for future work.
6. The supervisor should bring to the attention of agents effective methods used in other counties.

Discussion:

1. Supervisors working in the same territory can cooperate to save duplicate travel, save special meetings in the counties, do follow-up work for one another.
2. Very often it is the younger members of the family who take the first interest in the newer practices, especially if they are mechanical.
3. If agents can see that infiltration of youth into the adult program will increase the value of that program, then the agent may be willing to devote more time to youth work.
4. 4-H work offers a great opportunity for a career.
5. Give more attention to making youth programs fit the needs of the county.

Special Supervisory Problems

This topic was opened by panel discussion. The members were:

Lafayette

C. V. Ballard, Leader, Michigan  
W. McNiel, Wisconsin  
Nellie Watts, Ohio  
May Masten, Indiana  
F. E. Longmire, Illinois  
C. C. Hearne, Ext. Service  
Josephine Pollock, Ext. Service

Lincoln

J. P. Ross, Leader, Nebraska  
B. Bernston, North Dakota  
J. P. Rodgers, Missouri  
Amy Wessel, Minnesota  
Louise Rosenfeld, Iowa  
Dorothy Follmer, Nebraska  
J. H. Johnson, Kansas  
Milo S. Opdahl, South Dakota

## 1. Obtaining new personnel.

- a. All States represented on the panel indicated the need for more qualified personnel to complete their field staffs.
- b. The discussion pointed out that in the past there had always been more people seeking positions with the Extension Service than there were positions to fill. With added monies to expand the staff, increased competition from other agencies, and a shortage of trained people, this condition no longer exists. This presents the need for some plan of recruiting personnel.
- c. If people are to be recruited, what are the opportunities in extension work? The panel brought forward the idea that those responsible for the obtaining of personnel should be able to present the true picture of extension work as a career. For this purpose they constructed a chart listing a few of the competing agencies and the qualities in which each agency might excel or be deficient as compared with extension work. The chart follows. A plus sign indicates the Extension Service as superior, a minus sign as being deficient, and an equal sign as being equal.

	<u>Schools</u>	<u>Business</u>	<u>Federal agencies</u>
Salary	-	-	-
Prestige	+	+	+
Working conditions	-	-	-
Facilities	=	-	+
Living conditions	=	-	=
Independence	+	+	+
Professional development and satisfaction	+	+	+
Security	+	+	+
Family life	-	-	+
Opportunity for service	+	+	+

The panel indicated that this list of qualities could be further expanded, and urged that each State do this on the basis of its own conditions. They also indicated that the decisions reached are not absolute, but were used as a method of analysis, and to bring this problem to the attention of the conference.

- d. We can begin early, in high school, then in college, to explain Extension to students.



Extension advisers for college students are desirable.

- e. Can we select women with personality and ability and give them some short-term training in order that the present shortage of home demonstration agents may be met? There is some danger in this. The percentage of college girls taking home economics has gradually decreased. Many of our older home demonstration agents were not trained basically in home economics.

2. Why train new workers?

- a. To help them do a better job.
- b. To help them do their work efficiently.
- c. To help them adjust to their job and develop a liking for extension work.
- d. To establish confidence.
- e. To point out opportunities.
- f. Training will prevent failures.

(1) Of agents.

(2) If agents fail, it is probable that a poor experience is had by the people of the county, thus making it more difficult to reestablish extension work.

3. How train new workers?

- a. Have new agents work as apprentices. Establish training counties.
- b. The training program should be actually doing extension work.
- c. Care should be exercised in adjusting personalities in a county.
- d. There is a need for developing aptitude tests for folks desiring to enter extension work.
- e. Help agents evaluate the job they do.
- f. They should understand their job responsibilities.

- g. Groups sponsoring extension can be trained to assist in the supervision of agents.
- 4. Training older workers.
  - a. Older agents need to be supplied with information that will satisfy their desire for growth.
  - b. Older agents can be excellent recruiters.
  - c. Agents constantly need to keep up with new information so they will continue to be the best source of information for all rural people.
  - d. Older agents should help plan their training program so that their felt needs will be met.
- 5. Training for special programs, such as health.
  - a. The agent should be assisted in determining the situation.
  - b. The agent must be enthusiastic about giving service in these special fields.
  - c. The formation of committees is desirable to bring resources together and to give direction to the program.
  - d. Make use of all resources.
- 6. Working with associates.
  - a. Reference was made to a report of a committee of home demonstration agents.
- 7. Counties with low valuations are somewhat limited in their finances for Extension. Such problems call for a different approach in financing extension work. One worker in two counties does develop interest in more personnel.

Director Spitler emphasized the following points in closing the Lafayette conference:

- 1. Plan budgets in the light of trends, giving sufficient consideration to programs dealing with public problems.



2. States should take advantage of the possibility of the cooperative preparation of materials.
3. Much attention must be given to working relationship with other agencies, commercial and otherwise.
4. Even though we look in the same direction, we often perceive different visions.

The Lincoln conference closed with a luncheon at which Miss Teh Ma told very interestingly of her experiences as an extension worker in China, and also made some observations regarding her contact with extension work here in the United States.

#### PERSONS ATTENDING THE CONFERENCES

##### Lafayette Conference

###### Illinois:

J. D. Billsborrow  
Lula S. Black  
Mary L. Chase  
F. E. Longmire  
E. I. Pilchard  
Anna W. Searl  
J. C. Spitler

###### Indiana:

H. F. Ainsworth  
W. R. Amick  
Dorothy R. Arvidson  
L. M. Busche  
Anna B. Clawson  
P. K. Connelly  
Lella R. Gaddis  
H. S. Heckard  
L. E. Hoffman  
Eric Holm  
Starley M. Hunter  
Walter Kolb  
O. W. Mansfield  
May A. Masten  
F. L. McReynolds  
J. C. Ralston  
H. J. Reed  
Edna O. Troth  
Irma M. Winkleblack

##### Lincoln Conference

###### Colorado:

T. G. Stewart

###### Iowa:

Mrs. Edith P. Barker  
R. K. Bliss  
Fred F. Clark  
Marian E. Edwards  
Lucile Holaday  
G. A. Lineweaver  
Dee Maier  
J. W. Merrill  
L. T. Nutty  
Mabel I. Phipps  
Louise M. Rosenfeld  
Dorothy Simmons  
Carl R. Smith  
Maurice W. Soultz  
Esther Taskerud

###### Kansas:

H. C. Baird  
O. B. Glover  
Paul Griffith  
J. Harold Johnson  
Georgiana H. Smurthwaite  
E. H. Teagarden  
L. C. Williams

## Michigan:

R. J. Baldwin  
C. V. Ballard  
H. A. Berg  
Margaret B. Harris  
A. G. Kettunen  
B. D. Kuhn  
Rachel Markwell  
J. G. Wells, Jr.

## Ohio:

Sanna Black  
W. W. Brownfield  
O. C. Croy  
G. R. Eastwood  
H. W. Harshfield  
Hulda Horst  
Eva M. Kinsey  
Eunise Kochheiser  
J. T. Mount  
W. H. Palmer  
Minnie Price  
H. C. Ramsower  
J. P. Schmidt  
Nellie Watts

## Minnesota:

Kathleen Flom

## Missouri:

Vance Henry

## Washington, D. C.:

C. C. Hearne  
Eunice Heywood  
H. W. Hochbaum  
Karl Knaus  
C. E. Potter  
L. M. Schruben  
R. A. Turner

## Wisconsin:

Edith Bangham  
W. W. Clark  
Mrs. Grace R. Duffee  
E. A. Jorgenson  
Blanche Lee  
Wakelin McNeel  
Arlie Mucks  
R. B. Pallett

## Minnesota:

Bernard V. Beadle  
R. M. Douglass  
Esther M. McKowen  
C. L. McNelly  
Paul Moore  
Julia O. Newton  
W. A. Peters  
H. A. Pflughoeft  
S. H. Rutford  
Amy M. Wessel  
Evelyn R. Morrow

## Missouri:

R. B. Baker  
J. W. Burch  
Rena R. Jenkins  
Amy Kelly  
William Murphy  
Cleta C. Null  
J. Parker Rodgers  
F. E. Rogers  
Betty Schierer  
Katharyn M. Zimmerman

## Nebraska:

Florence J. Atwood  
W. H. Brokaw  
Dorothea Follmer  
L. I. Frisbie  
Jessie G. Greene  
H. E. Huston  
Elton Lux  
A. H. Maunder  
J. P. Ross  
Ethel H. Saxton  
R. A. Spence  
Allegra Wilkens  
L. D. Willey  
Mrs. Nellie Wright

## North Dakota:

Byron Bernston  
Harper J. Brush  
A. M. Challey  
Grace DeLong  
N. D. Gorman  
E. J. Haslerud  
Pauline M. Reynolds  
H. E. Rilling  
Ruth L. Shepard

Wisconsin (continued):

Josephine Pollock  
W. A. Rowlands  
B. F. Rusy  
G. L. Wright

South Dakota:

N. E. Beers  
W. E. Dittmer  
George I. Gilbertson  
Joseph L. Hill  
Nora M. Hott  
Audrey McCollum  
Nellie McLoughlin  
Milo Opdahl  
Clarence Shanley  
Mrs. Anna D. Walker

Washington, D. C.:

Eunice Heywood  
H. W. Hochbaum  
Karl Knaus  
Luke M. Schruben  
W. R. Tascher  
R. A. Turner







